

# **EXHIBIT 21**

1           that will welcome me, that will provide me with environments  
2           that will challenge me. If I feel it's not going to be an  
3           environment that's not going to challenge me, not just  
4           academically, I'm not going to apply. I want an environment  
5           that challenges me, and I continue to look for that here at  
6           Oakland University. It has challenged me. Micah has  
7           challenged me in many ways, and I would encourage our  
8           university to continue that process of challenging our  
9           students. Thank you.

10           MADAM FOREMAN: Thank you, Mr. Hanna. Has  
11           Mr. Trorig arrived? Okay. We've asked our Vice President of  
12           Housing to address the Board, Dr. Snyder.

13           DR. SNYDER: Thank you Trustee Long and members of  
14           the Board for giving me the opportunity to provide a fuller  
15           explanation of what went into my decision to not allow the  
16           young people in the OPTIONS program to reside in university  
17           residence halls. I think it will help if I give a brief  
18           overview of the program first, and I want to apologize for  
19           reading this and for the length of it, but I felt that I  
20           wanted to cover all the bases.

21           For a number of years Oakland school -- Oakland  
22           University School of Education Human Services worked with the  
23           Rochester and Waterford school districts in helping youngsters  
24           with significant cognitive disabilities move beyond high  
25           school. That program, called Transitions, currently brings 13

1           high school students to Oakland on a regular basis to  
2           participate in activities that promote personal independence  
3           and social development. Our school of education extended the  
4           experience of these high school students by creating a program  
5           called Postsecondary OPTION Transitions, which is also now  
6           known as OPTIONS, that started in the fall of 2007, in order  
7           to open our doors to these students after their high school  
8           years, to help them further develop the self reliance and  
9           confidence necessary to move into an area of employment. I  
10          believe that OPTIONS is the only program of its kind in the  
11          state that works closely with the students and their families  
12          in our college setting using a combination of skill-building  
13          classes, university courses, social activities, and job-  
14          related experiencing to further participants' social  
15          development.

16           I feel I must clarify that although they spend  
17          considerable time engaged in an array of campus programs and  
18          services, and they do pay a program fee, the participants have  
19          not qualified for admission to the university. Each semester  
20          OPTIONS participants attend two O.U. classes along with a  
21          special OPTIONS class. The intended outcome is not that they  
22          master the academic subject matter, but rather that their  
23          class involvement helps them realize personal improvement  
24          goals and further stimulates them to want to learn more.

25           Oakland professors who teach OPTIONS members have been willing

1 to individualize course expectations so the students succeed  
2 at their level of confidence, including giving them special  
3 exams orally or customizing assignments to get the best effort  
4 from each individual. Perhaps one of the best features of the  
5 OPTIONS is the peer-buddy system where our Oakland students,  
6 many of them who are here today, volunteer to spend time  
7 assisting them during and after class with note taking and  
8 study skills sessions.

9                 Beyond class work, we also welcome these young  
10 adults at any campus event and encourage them to join a club  
11 they enjoy. We recently placed one OPTIONS participant in an  
12 internship at our Lowry Child Center that lead to employment.  
13 We encouraged them to become active members of the recreation  
14 center, and Micah Fialka-Feldman in particular has served as  
15 an assistant in our student activities center. All of the  
16 OPTIONS students' scheduled activities bring them into close  
17 contact with university students and faculty and begin to  
18 expose them to the world of work.

19                 Last Fall Micah decided that a more college-like  
20 experience for him should involve living in our residence  
21 halls, and subsequently we received contract requests from him  
22 and others in the program. In weighing the feasibility of  
23 Micah's request my staff and I met with Micah and his parents  
24 on several occasions, spoke to faculty members who teach in  
25 the program, and discussed his situation at length with the

1 director of Oakland's Disability Support Services, the  
2 Director of University Housing, School of Education officials,  
3 and people from other state universities. In everything I  
4 heard it was never disputed that OPTIONS was designed as an  
5 educational alternative for individuals who cannot meet  
6 university admission requirements. Were they to qualify for  
7 admissions the participants would receive every appropriate  
8 accommodation available to our current population of 400  
9 disabled students, along with full inclusion and on-campus  
10 housing. Would families select OPTIONS for their children, we  
11 must all understand that it does not come with an entitlement  
12 to live on campus. Oakland students who choose to live in our  
13 residence halls are afforded the opportunity to pursue their  
14 academic work in a setting that provides considerable  
15 independence, plus convenient access to the support systems  
16 that help them earn a degree.

17                 The university expects personal accountability from  
18 its residential students in exchange for allowing them to live  
19 free from excessive restrictions. As a condition of living  
20 here we require our students to acknowledge that they are  
21 responsible for knowing, understanding, and complying with all  
22 university rules as written in our publications. I have been  
23 told by professors and others that in the main OPTIONS  
24 students neither read nor write, therefore, given the inherent  
25 nature of the residential experience and the inability of the

1           OPTIONS participants to fully engage in the academic life of  
2           the university, it was my professional judgment that the  
3           independent living environment of the residence halls was not  
4           suitable for the young people who are not here to pursue a  
5           degree of any kind. Moreover, it was my opinion that their  
6           presence in a group living environment imposed added oversight  
7           responsibility on the staff, most of whom are students  
8           themselves. My decision also took into account the reality  
9           that most Oakland University students never leave on campus,  
10          yet they have a highly satisfying and successful experience  
11          that is not impeded by living across the street or across  
12          town. In talking with Micah about his long bus travels, I  
13          completely understand why he wishes to live closer. The  
14          administration of our school of education has offered to work  
15          with him and his family in finding housing that is closer to  
16          campus and that gives him the independence that he seeks.

17           In closing I want to express my appreciation to  
18          everyone we've heard from during the last month and today.  
19          The breadth of support for Micah is truly impressive. And  
20          I've come to know Micah very personally in the last year, and  
21          I agree with Miss Snow that he is certainly a positive  
22          influence on the community. His presence on campus everyday  
23          teaches us a lot about setting goals and persevering to those  
24          goals. I really do hope that he and other OPTIONS  
25          participants continue to benefit personally and academically

1 from their welcomed involvement in the OPTIONS program. Thank  
2 you very much.

3 MADAM FOREMAN: Are there any other comments from  
4 the board? I'll take a motion to adjourn.

5 UNIDENTIFIED SPEAKER: So moved.

6 MADAM FOREMAN: Okay. Do I have a second?

7 UNIDENTIFIED SPEAKER: Second.

8 MADAM FOREMAN: Okay. We have a motion to adjourn  
9 and a second. This meeting is adjourned. Thank you.

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